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ABSTRACT

This bibliography, prepared in connection with Duke University's (North Carolina) Elementary Certification Program, summarizes a review of the literature on innovative elementary Teacher Certification programs in the U.S. from 1985 to 1990. The review is divided into the following main areas: (1) innovative elementary teacher certification programs in the U. S.; (2) involvement/collaboration of school administrators and teachers in innovative programs; (3) proposed new standards/programs for teacher preparation and/or certification; (4) related subject area research on innovative practices in teaching; (5) research and evaluation of the implementation of innovative teacher programs/practice; and (6) international studies on innovative teacher preparation and practices. (JD)

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COMPREHENSIVE BIBLIOGRAPHY - INNOVATIVE CERTIFICATION PROGRAMS, 1985-1990

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Duke University's Elementary Certification Program is the first program in North Carolina to be approved under the state's innovative certification route. This route encourages teacher preparation institutions to design programs that meet teacher preparation guidelines in less traditional ways. Designed along guidelines suggested by several national studies on improving teacher education, Duke's model provides prospective teachers of young children (grades kindergarten - grade 6) with liberal arts backgrounds an intensive field-based teacher preparation program designed and conducted in a collaborative effort between master teachers in a local school system and Duke's teacher preparation program.

In designing Duke's innovative program, a review of the literature revealed a paucity of information on innovative programs in the United States. The compilation of a comprehensive bibliography on innovative programs was supported by a grant from the Duke University Research Council.

The following bibliography summarizes a review of the literature on innovative elementary teacher certification programs in the United States from 1985 to the present (June, 1990). This review of the literature is divided into the following main areas:

1. Innovative elementary teacher certification programs in the United States.

2. Involvement/collaboration of school administrators and teachers in innovative programs.

3. Proposed new standards/programs for teacher preparation and/or certification.

4. Related discipline (subject) area research on innovative practices in teaching.

5. Research and evaluation of implementation of innovative teacher preparation programs/practice.

6. International studies on innovative teacher preparation and practices.

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